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ABSTRACT

Ten programs at California colleges and universities that focus on the Pacific Rim and Basin are discussed, along with the state's needs for additional activities regarding this area, and five statewide policy issues raised by three California Postsecondary Education Commission reports. The Pacific Rim includes those lands with actual coastline on the ocean or subsections of the ocean such as the South China Sea. Ten Pacific Rim programs in California higher education are described, including: the California International Studies Project, Oxnard World Trade Institute, Stanford International Development Education Committee, and the Monterey Institute of International Studies. Three reports of the Commission are reviewed in terms of the state's need for academic resources. Areas of need include: specialists in the Pacific Rim, interchange among scholars, changes in curricular programs, exchange programs and instruction abroad, exchange of information via improved computer systems, and a Pacific Rim studies center. Additional issues of concern include foreign language competence. Appended is the text of Assembly Concurrent Resolution 82 (1986) concerning international studies. (SW)

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LOOKING TO CALIFORNIA'S PACIFIC NEIGHBORHOOD

Roles for Higher Education

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

HE 021 175

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Summary

Through Assembly Concurrent Resolution 82 (Hayden, 1986), the Legislature requested the University of California, the California State University, and the California Community Colleges to report to the Commission by March 1, 1987, on their assessment of the need for several categories of educational resources pertinent to the Pacific Rim – some three dozen countries bordering the Pacific Ocean. It also directed the Commission to analyze and compile these reports and make recommendations to the Legislature and Governor no later than July 1, 1987.

This report analyzes the three reports from the segments and identifies issues for further analysis and action. Part One on pages 1-4 explains the background of the project. Part Two on pages 5-8 describes ten programs at California colleges and universities that focus on the Pacific rim and basin. Part Three on pages 9-20 assesses the State's needs for additional activities regarding this area. Finally, Part Four on pages 21-24 reviews five statewide policy issues raised by the segments' reports and Commission staff research that warrant further attention.

The Commission adopted this report on June 8, 1987, on recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Publications Office of the Commission. Further information about the report may be obtained from Dale M. Heckman of the Commission staff at (916) 322-8023.

The Commission has published the three reports from the segments in a separate document, *Institutional Reports on Pacific Rim Programs*, which is available from the Commission without charge as Report 87-25.

LOOKING TO CALIFORNIA'S PACIFIC NEIGHBORHOOD

Roles for Higher Education

A Report to the Governor and Legislature in Response to Assembly Concurrent Resolution 82 (1986)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 87-24
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1 *Rationale and Scope of the Report*

WHETHER or not it has become obvious to most Californians, the immense and growing importance of Pacific Rim peoples and markets now seems a matter of general agreement to a wide diversity of leaders in California government and business. In 1985, the California State Department of Commerce reported that the Pacific Ocean community "includes 43 percent of the world's people and a three trillion dollar market growing at the rate of three billion a week." Other sources estimate an even higher proportion of the world's population for this region and point to its pressures on California communities, schools, and other institutions. Governor Deukmejian and all others who study the region tend to agree that it merits new and sustained attention from Californians. Among their reasons:

- California's competition from other nation-states for agricultural products and manufactured goods has grown rapidly over the past two decades. With rare exceptions, buyers today no longer have to depend on California as their "sole provider" of products.

- Other states of the United States that compete with California for Pacific clients include not only the other four with coastlines on the ocean, but also such enterprising states as Georgia, Florida, Arkansas, and the Carolinas.

Although the general importance of the Pacific region for California's future well-being may have become axiomatic, the question of how it relates to higher education and what it may imply for particular programs or activities of California's colleges and universities has not yet come near consensus. Thus in August 1986, through Assembly Concurrent Resolution 82, the Legislature requested that those segments of higher education which receive direct support from State funds report on their activities that pertain directly to Pacific Rim countries or sub-regions.

Assembly Concurrent Resolution 82, which is reproduced in the Appendix, specifically requested the University of California, the California State University, and the California Community Colleges to study:

> the role of the respective institutions and particular campuses in meeting the needs of the state in furthering its economic position and leadership within the Pacific Rim and in carrying out its responsibilities to immigrants of Pacific Rim countries, including, but not limited to, an assessment of the need for:
>
> 1. Pacific Rim specialists.
> 2. Increased interchange among scholars in countries of the Pacific Rim.
> 3. Changes in current educational program offerings and exchange programs bearing on Pacific Rim studies.
> 4. Enhancing the exchange of information and ideas through improved computer communication systems between the University of California, California State University, and community college campuses and university and college campuses in other Pacific Rim countries.
> 5. Establishment of a center for Pacific Rim studies, to fulfill research and public service functions pertaining to the Pacific Rim area. . . .

The Resolution further asked the three segments of higher education to submit their reports on these matters to the Commission by March 1, 1987, and then directed the Commission "to review these reports, compile them, and make recommendations to the Legislature and Governor not later than July 1, 1987."

Scope of the report

In this response to the Resolution, the Commission first provides a definition of "Pacific Rim" and then

in Part Two offers several examples of activities presently under way in California's colleges and universities especially pertinent to the Pacific Rim. These examples indicate the important role of the State's accredited independent institutions in these activities, even though the Legislature did not request them to report. Next, in Part Three, the Commission comments on how each of the three public segments has responded in its own report to the five items of particular concern to the Legislature as listed in the Resolution. Finally, in Part Four, the Commission identifies and discusses several policy issues that deserve further attention at the State level.

The Commission has reproduced and bound together the documents submitted by the three segments as *Institutional Reports on Pacific Rim Programs*, and copies of that supplement to this report are available from the Commission without charge as Report 87-26.

Definitions

The phrase *Pacific Rim* is most succinctly defined by the Commission on the Pacific Rim appointed by the Chancellor of the California State University immediately after passage of ACR 82, which states in its December 1986 report, "the Pacific Rim includes all those lands with at least a portion of their coastlines fronting on the Pacific Ocean" (p. 2). This definition permits inclusion of the many island nations and territories that, for economic or other practical considerations, ought to be included in consideration. This definition agrees with the list of countries and island groups in Display 1 below developed by R. Murray Thomas, a faculty member of the University of California at Santa Barbara and scholar of educational systems in Pacific lands.

For the purposes of the present report, the Pacific Rim includes those lands with actual coastline on

DISPLAY 1 Regions and Countries of the Pacific Basin and Rim

East Asia
- Soviet Union
- North Korea
- South Korea
- Japan
- People's Republic of China
- Republic of China (Taiwan)
- Hong Kong

Southeast Asia
- Philippines
- Vietnam
- Laos
- Kampuchea
- Indonesia
- Singapore
- Thailand
- Malaysia
- Brunei

Southwest Pacific
- Australia
- New Zealand

Pacific Islands: Micronesia
- Marshalls
- Northern Marianas
- Palau
- Federal States of Micronesia
- Guam
- Wake

Pacific Islands: Polynesia
- (Hawaii - USA)
- Samoas
- Cook Islands
- Society Islands
- Midway

Pacific Islands: Melanesia
- Papua New Guinea
- New Caledonia
- Fiji
- Vanuatu
- Other

North America
- Canada
- United States
- Mexico

Central America
- Guatemala
- Honduras
- El Salvador
- Nicaragua
- Costa Rica
- Panama

South America
- Colombia
- Ecuador
- Peru
- Chile

Source: Adapted from Thomas, 1987.

the ocean or subsections of the ocean such as the South China Sea, the Sea of Japan, and the Sea of Okhotsk (Display 2), but not Antarctica.

Acknowledgments

The Commission acknowledges with appreciation the efforts of faculty, administrators, and staff of the California Community Colleges, the California State University, and the University of California, as well as several of the State's independent institutions in providing material for this report. In particular, it recognizes the work of Nancy Glock at the Chancellery of the California Community Colleges, Susan Scudder and H. Murray Thomas of the University of California, William Lawson of Oxnard College, Ron Herring of Stanford University, Heng Ch'au of Dharma Realm Buddhist University, and Richard Gray of World College West.

DISPLAY 2 The Pacific Basin and Rim

2 *Examples of Pacific Rim Programs in California Higher Education*

EDUCATION and training themselves are among the commodities most sought from California by other Pacific Rim entities as well as by their citizens who move here.. Although a complete inventory of Pacific Rim-related activity in California's higher education does not exist, a number of exemplary efforts are well known. They include both long-established and newly-opening programs, and they are offered by independent colleges and universities and consortia of diverse institutions as well as by public institutions.

This section of the report describes ten of these programs as well as foreign student enrollments in California's colleges and universities.

The California International Studies Project (CISP)

In September 1985, Governor Deukmejian signed Assembly Bill 2543 (Farr) which directed the creation of "international studies resource centers" for teachers around the State. Six centers were to be established in the first contract year, with a goal of 18 when the project attained full strength. These centers, each operated by some combination of school districts, universities, and other agencies in its own community, are to provide both training and curricular materials for professional teachers in various subject matters (not only the Social Sciences) to add new international dimensions to their classes.

With the State Department of Education as the lead agency, Stanford University's Center for International Studies became the primary contractor of this project, and the first six centers are now being established. While the overall project is not exclusively a "Pacific Rim project," each center devotes significant attention and effort to some portion of the Pacific region -- some more, some less, but Asian and Latin American cultures and languages are prominent features of the winning proposals.

Co-sponsors of the first six centers include the following institutions:

California State University, Long Beach
(Center for International Education)
California State University, Stanislaus
Chapman College
Dominican College
San Diego State University
Sonoma State University (Geography Department)
Stanford University
University of California, San Diego
University of Southern California
University of the Pacific
(Department of Foreign Languages)
World College West

According to reports from the project management at Stanford, the statewide advisory committee for this project has proceeded well into developing the evaluation process for each center's first year of operation, and the project overall has generated enthusiastic interest from teachers, organizations, and new applicants.

Because of many diverse local efforts already begun in this field, relatively small amounts of State funds can wield a "multiplier effect" that goes considerably beyond the average matching grant program in attracting monies and resources into the creation of an orderly, statewide project. Thus far, however, the State has not provided funding for more than the first six centers of the 18 envisioned in AB 2543 for the 1987-88 school year. Interest from other potential applicant groups could wane very quickly, therefore, if they perceive the State's interest as temporary.

Oxnard World Trade Institute

Oxnard College -- one of the three colleges of the Ventura County Community College District - has

begun development of the Oxnard World Trade Institute in close cooperation with the City of Oxnard, theVentura County Private Industry Council, Port Hueneme, and the new Oxnard World Trade Center. This institute initially will offer short courses and information networking for people with small businesses oriented toward Pacific Rim markets. In effect, the Institute will function as the education-training component of the World Trade Center for this area between Santa Monica and Santa Barbara. Its organizers report active cooperation from nearby California Lutheran College, California State University, Northridge; and the University of California, Santa Barbara. As of this writing, matching developmental project funds sought from State sources had not been received.

Other world trade institutes

The Oxnard College effort exemplifies a type of consortial development involving postsecondary education which occurs currently in several other California locations, including the San Francisco Bay area, Long Beach, Orange County, and San Diego.

Stanford International Development Education Committee

In 1985, Stanford University celebrated the twentieth anniversary of its formal program on the role of education in developing countries, including nations of the Pacific Rim – the Stanford International Development Education Committee (SIDEC). Since 1965, when Stanford gathered an interdisciplinary group of faculty and, with assistance from the Ford Foundation, launched this special program of research and graduate training, SIDEC has trained over 400 scholars and practitioners of education. Many today occupy academic and government positions in Latin America, East and Southeast Asia, as well as North America and international agencies. In numbers of Ph.D.s produced through this program, East Asian (Japan, Korea, Philippines) and Latin American (west coast) students predominate. By actively maintaining contact with these graduates, Stanford not only continues to enhance its research knowledge but also helps build a dynamic network of relationships helpful to all countries involved.

World College West

One of California's smallest accredited colleges, World College West has its home campus on a rural hilltop in Marin County and cosponsors one of the CISP centers mentioned above. Undergraduates in its liberal arts program study for most of one academic year at one of the college's three overseas centers – Mexico (west coast), People's Republic of China (mainland), or Nepal. Tuition is $6,000 for a three-term year; food and housing at the home campus is $3,000 per year. Communicating in a foreign language is naturally an integral part of the program. The college does not envision nor plan for an enrollment of more than a few hundred students.

Northrop University

Although Northrop University began as an engineering and technological institute serving the aeronautical industry, it has steadily added academic and professional programs since accreditation by the Western Association of Schools and Colleges in 1960. It recently added a program leading to the Master of Science Degree in International Business and Taxation. A unique aspect of this program, according to the University, is its aim of providing "an opportunity for people from technical and non-business fields to acquire and integrate management skills .... in high-tech industry and commerce." Northrop frequently enrolls whole contingents of students from enterprises elsewhere on the Pacific.

Monterey Institute of International Studies

The Monterey Institute of International Studies has long enjoyed a reputation as the West's premier trainer of conference interpreters and translators of foreign languages. Within the past three years, it has added programs in Japanese and Chinese languages and has begun to prepare teachers of these languages plus Russian and Korean. It has also experienced new demand for its program in teaching

English as a foreign language, and it reports a decided shift in recent enrollments toward languages of the Pacific Rim countries. Students in its three master's degree programs in international management, international policy studies, and public administration are expected to achieve mastery of at least one foreign language.

Graduate programs in international education at the University of California, Santa Barbara

At the Santa Barbara campus of the University of California, Master of Arts and Doctor of Philosophy programs in International Education focus on developing nations, especially those bordering on the Pacific Ocean. Typical studies consider how developing nations use education toward resolving economic, political, and social problems as well as educational ones, how to evaluate their success, and how one country's experience can be adapted to another country with similar problems. Candidates are expected to gain "at least reading *fluency*" in a major language, non-English, of the region in which they specialize. Emphasis is said to be on practical applications for administrator-practitioners in these countries.

Center for Pacific Rim Studies, University of California, Los Angeles

The Center for Pacific Rim Studies of UCLA, established in 1985 "to bring a unified, issue-oriented approach to common concerns of peoples from the Pacific Region," is not a separate school of the campus with its own degree programs; rather, it sponsors study conferences, research, and publication services that help sustain and expand current expertise as well as provide wider visibility for its theme.

Graduate School of International Relations and Pacific Rim Studies, University of California, San Diego

This fall, the Graduate School of International Relations and Pacific Rim Studies will open at the University of California, San Diego. According to its planners, "the school seeks to create a distinctive fusion among the professions and disciplines -- elements of management and business, of international relations and economics, of science, medicine, and engineering, of history, culture, and language -- pertinent to training and research on the Pacific region." Its master's degree program and a Ph.D. program in international relations and Pacific studies will "provide opportunities for study of . . . international business and finance, cross-cultural communication, and science-technology policy" under the umbrella of international relations.

The University has set aside some $250,000 to start the new school, which will involve the addition of new faculty positions, the development of new physical and library facilities, and an anticipated full-time-equivalent enrollment of some 400 students by 1992. Besides its formal instructional programs, the school also will function as a California center of academic expertise on the Pacific Rim and Basin as well as basic and applied research and public information.

Students on California campuses from other countries

The University of Southern California enrolls the largest number of foreign students of any university in the United States -- 3,741 in 1985-86, the most recent year for which figures are available from the Institute of International Education. As a proportion of total enrollment, however, the University of San Francisco tops all others in foreign student enrollment -- 25.1 percent in 1985-86. Howard University in Washington, D.C., came closest with 19.8 percent, while Stanford University was ranked sixth with 14.7 percent foreign students. According to the Institute for International Education (IIE), California institutions of higher education enrolled a total of 47,586 foreign students that year -- 13.8 percent of all foreign students studying in the U.S. Nearly 18,000 of those in California were enrolled in independent institutions. The IIE reports that nine of the top 15 home countries of all foreign students in the U.S. are on the Pacific Rim.

Conclusion

For purposes of this report, the preceding cases will suffice to indicate that a high level of attention and activity already characterizes California's higher education institutions as they pursue implications that the Pacific region bears for a great diversity of academic studies.

3 *Assessment of the State's Needs*

THROUGH Assembly Concurrent Resolution 82, the Legislature asked the three public segments of California higher education to assess the State's need for these five academic resources:

1. Pacific Rim specialists.
2. Increased interchange among scholars in countries of the Pacific Rim.
3. Changes in current educational program offerings and exchange programs bearing on Pacific Rim studies.
4. Enhancing the exchange of information and ideas through improved computer communication systems between the University of California, California State University, and Community College campuses and university and college campuses in other Pacific Rim countries.
5. Establishment of a center for Pacific Rim studies, to fulfill research and public service functions pertaining to the Pacific Rim area.

All three reports submitted by the segments to the Commission contain statements or implications regarding these needs, but none of the three contains what would ordinarily be called an assessment of them – perhaps because not all of the elements necessary for a proper assessment are available, as the Commission will discuss further in Part Four.

In this section of the report, the Commission reviews the segments' reports in terms of each of these needs in which the Legislature has expressed interest, and it seeks to answer three questions about the responses:

1. What information is provided about the needed resource, such as "baseline data" on programs, enrollments, and trends?
2. What expressions of need for the resource are included by any policy-making bodies or officials?
3. What policies or plans regarding the resources do the segments have in place?

Need for Pacific Rim specialists

For the purposes of this report, the Commission includes as *Pacific Rim specialists* those persons who have expert knowledge of one or more Pacific Rim countries, rather than only those who have made careful study of the entire Pacific region or a large subsystem of it. The reason for this broad definition is that individuals who acquire extensive knowledge of one special part of this region, such as Japanese Buddhism or Panamanian trade, also tend to acquire broad knowledge of how things fit into a larger system, such as -- in these illustrations -- Chinese religions or Colombian/Costa Rican trade.

University of California

The University of California has gathered a considerable amount of information on the training of specialists in its *Pacific Rim Inventory 1986-87*, in which it describes its pertinent foreign language programs by level and location, area studies majors, and research programs.

Several of the University's training programs have been mentioned in Part Two, including those at Los Angeles, Santa Barbara, and San Diego, where the new Graduate School of International Relations and Pacific Rim Studies will seek to prepare people to integrate knowledge from several disciplines and fields of study.

By 1989, the University plans to open a master's level program in Japanese Studies at its San Diego campus that will complement San Diego's current program in Chinese Studies and add to similar programs in Asian Studies already established at Berkeley and Santa Barbara. In addition to Japanese language skills, the proposed program will combine studies in the culture, history, economic, and social organization of Japan.

Most people would agree that, in view of the exceedingly small number of Californians currently en-

rolled in such programs who plan to become specialists on Pacific Rim topics, more are needed. These current initiatives of the University indicate that policy makers at both campus and presidential levels have seen a need for these specialists and intend to help meet that need.

In its response to Assembly Concurrent Resolution 82, the University does not mention several of its other well-known sources of Pacific Rim specialists, such as the Department of Oriental Languages in Berkeley, that have become a standard part of its offerings through master's and doctoral level programs; but it does note its "organized research units" relevant to this theme, some of which include multiple centers or institutes that, in their own right, are important trainers of Pacific Rim specialists.

The California State University

In the California State University's response to Assembly Concurrent Resolution 82, its Commission on the Pacific Rim noted, among "the need to assist faculty in the development of knowledge and experience to interpret the Pacific Rim peoples and cultures to students, to state business leaders, and to state political leaders" (page 2). Rather than emphasizing the *need* for specialists, however, that Commission emphasized the State University's present expertise on Pacific Rim issues, whose availability to the State and its communities should become better known and utilized. Thus, for the State University, the issue of specialists tends to be one of distribution of current expertise, as the recommendations of its Commission on the Pacific Rim make clear.

As part of the State University's report, the Office of the Chancellor has provided two tables of data which suggest further lines of inquiry regarding specialists on the Pacific Rim. Those tables, reproduced in Display 3 on the opposite page, show the approximate number of faculty members and students in the State University's schools of education over the past ten years who have bilingual or cross-cultural capabilities in one of eight different languages or cultures of the Pacific Rim (not including Russian). While this table does not refer to Pacific Rim specialists as such, it illustrates the diverse capabilities among faculty who prepare teachers for the schools as well as many of these new teachers.

California Community Colleges

In its informal polling of Community College personnel for its response, *The Pacific Century and the California Community Colleges*, the Chancellery of the Community Colleges identified two additional views of Pacific Rim specialists:

- First, it found that some Community College faculty members in non-academic vocational fields acquire much firsthand knowledge in dealing with employers and business persons and their firms in other countries on the Pacific. According to its report, "several respondents pointed out that some countries are so anxious to gain the expertise of Community College faculty that they will pay their way there" (page 31). Especially considering the technical level of most new jobs, the practical expertise of these specialists becomes a resource not to be overlooked. Moreover, "respondents typically felt there was already an abundance of persons knowledgeable about Pacific Rim countries available among faculty and community contacts" (page 25).
- Second, several respondents pointed out to the Chancellery the abundance of "natural specialists" available on most campuses -- mature foreign students, immigrants, and first-generation Americans from other Pacific Rim countries.

Thus the Community Colleges' report emphasizes the theme also mentioned in the report of the California State University – making better use of currently available capabilities and then developing additional specialists as particular needs become clearer.

Seen through the eyes of managers in government, business, and industry, Pacific Rim specialists might also include employees who, in addition to their regular professional or vocational skill, have pursued special study of another culture or have demonstrated skill in understanding and communicating with persons from a Pacific Rim country. This accords with the view of Stephen Kobrin (1984) that such in-house specialization should be encouraged and increased in American firms and public agencies.

Summary

None of the three reports attempts analytically to es-

DISPLAY 3 Number of Education Faculty and Students at the California State University Estimated to Have Bilingual or Cross-Cultural Capabilities, 1976-77 to 1986-87

Year	Spanish	Canton-ese	Portu-guese	Tagalog	Japanese	Afro-American	Korean	Native American	Indo-Chinese	Man-darin	Other
Faculty											
1986-87[a]	120	13	4	1	1	8	1	--	2[b]	--	3[c]
1985-86	107	8	2	2	1	8	1	1	2	--	2
1984-85	93	7	1	3	1	13	2	4	4	--	2
1983-84	99	7	1	1	2	9	2	2	3	2	--
1982-83	107	8	1	4	2	9	2	2	5	--	--
1981-82	120	9	4	5	4	14	2	2	2	1	1
1980-81	102	11	3	3	4	na	na	na	na	na	13
1979-80	105	8	3	3	4	na	na	na	na	na	9
1978-79	132	14	4	6	3	na	na	na	na	na	7
1977-78	85	7	5	3	1	na	na	na	na	na	8
1976-77	92	14	2	3	4	na	na	na	na	na	6
Students											
1986-87	1,467	62	2	12	17	165	10	5	13[b]	25	6[d]
1985-86	1,756	58	9	19	9	162	10	22	41	13	8
1984-85	1,577	62	1	2	10	13	--	14	55	--	--
1983-84	1,731	94	14	17	16	13	5	12	70	--	--
1982-83	1,752	107	--	72	37	28	22	12	110	--	--
1981-82	1,930	91	12	71	29	28	35	10	105	5	2
1980-81	2,317	188	21	89	66	na	na	na	na	na	78
1979-80	2,206	214	37	74	64	na	na	na	na	na	57
1978-79	2,257	277	32	71	116	na	na	na	na	na	60
1977-78	1,520	239	37	59	53	na	na	na	na	na	100
1976-77	1,731	195	34	72	55	na	na	na	na	na	124

a. Total faculty, 1986-87: 153. Approximate full-time faculty: 95. Approximate part-time faculty: 47.

b. Vietnamese. c. Two French, one Finnish. d. Armenian.

na = not available. Data were collected in finer categories for 1981-82 and subsequent years than for prior years. Thus, the "other" category for prior years includes faculty or students reported in individual language categories for 1980-81 and beyond.

Commission staff note: Erratic fluctuations in the numerical estimates from year to year may reflect procedural changes in the manner of repeating the annual poll, as well as actual changes in numbers of people.

Source: Adopted from the California State University, 1986, Annex H.

timate the numbers of new specialists needed for fields directly related to the Pacific region -- rather, the thrust of these reports is that the present trend of activity in higher education will meet the need for academic specialists on Pacific Rim matters. The unresolved need, they say, consists of distributing their services more widely and effectively.

Need for interchange among scholars

Is there a need for "increased interchange among scholars in countries of the Pacific Rim?" If by that question the Legislature inquires whether California's scholars in pertinent fields might benefit from increased visiting, dialogue, and sharing of viewpoints with colleagues in other countries around the Pacific, the simple answer is "yes." As a general rule, scholars who devote their careers to another

culture or society can almost always benefit from further opportunity to experience it and its people. If part of the exchange consists of a foreign scholar's presence in California classrooms, then the exchange has the potential for doubling its value here, since California students as well as faculty can benefit from it.

University of California

The University did not address this question in its response to Assembly Concurrent Resolution 82.

The California State University

The State University's Commission on the Pacific Rim has recommended the following policy:

> An effort should be made to encourage faculty to seek temporary appointments on the faculties of Pacific Rim universities – and faculty should be financially supported in their efforts to gain firsthand knowledge of Pacific Rim affairs and cultures. A portion of sabbatical leaves should be used for the development of faculty competencies in Pacific Rim matters (page 5).

Nonetheless, the State University's response to Assembly Concurrent Resolution 82 contains no information about current levels of faculty exchanges or support for such exchanges.

California Community Colleges

The Community Colleges' response to this question begins with the interest expressed by other countries for such faculty exchanges. In regard to Community College faculty going abroad, the report observes:

> Despite so much interest in the Community Colleges from contacts abroad, however, respondents kept pointing out that here in California, when policy affecting faculty travel is considered, the Community Colleges are rarely considered. Neither funds nor much in the way of moral support exist for travel or teaching abroad by Community College faculty. Most of those who have gone have done so at their own expense, or under the auspices of the countries they visited, or with an exchange program like the Fulbright. Respondents thus strongly recommended that if "scholarly exchanges" are to be supported, some financial support should be designated specifically for Community Colleges.

Summary

Although the reports provide no basis for estimating the "need" for increased interchange of scholars, no one doubts that additional academic travel and contacts could enhance links and understanding among the countries participating.

Needed changes in curricular programs

To gather complete information, such as course enrollments, on all current instruction pertaining to the Pacific Rim would pose an enormous task for the public segments of higher education. The primary difficulty stems from the fact that many courses include a unit or short sequence directly pertinent to some aspect of the region, while the courses themselves have no such focus or title. Many professors of management, for example, have included in their courses new material on the structure, style, and processes of large Japanese firms, just as faculty in economics have added material about developing countries around the Pacific Rim.

The University's response to Assembly Concurrent Resolution 82 expresses this problem of "dispersion" well:

> In addition, the University currently has a broad spectrum of educational offerings pertaining to the Pacific Rim that are integral parts of other curricula. Many more faculty and students are engaged in teaching and learning about the Pacific Rim through courses offered in a range of other degree programs. Hundreds of students who are *not majoring* in Pacific Rim languages or area studies are nevertheless being educated through courses and research seminars about the languages, history, politics, economics, and other areas of knowledge about Pacific Rim countries and regions.

Yet to answer the Legislature's question of what changes may be needed in curricular programs, it seems necessary to understand present curricular circumstances, including present curricular trends. Without such understanding, one might recommend adding new courses when the actual need may be larger enrollments in existing courses.

It seems especially useful to note that California's real need may not exactly match current student "demand" -- the number of students enrolling or wanting to enroll in particular courses and majors. In the past, it often has been assumed that the best indicator of California's "need" was the number of students signing up to study particular subjects -- just as economists might say that the curriculum needs of a particular institution are "enrollment-driven." In the present case, however, factors in addition to student demand should be considered, and these include encouraging the public to "think Pacific."

University of California

The Office of the President of the University has marshaled an impressive "Inventory of University of California Programs Related to Pacific Rim Countries, 1984-86" as a large portion of its response to Assembly Concurrent Resolution 82. Pertinent to "curricular needs," this inventory reports on:

- The languages of Pacific Rim countries that are taught at University of California campuses -- which languages at which campuses and the level at which each is taught;
- The number of majors in "Pacific Rim degree programs";
- Pacific region study centers of the Education Abroad Program and enrollments in each center for 1984-85;
- The number of students from Pacific Rim countries enrolled in the University during 1981, 1984, and 1986; and
- University Extension offerings related to the Pacific Rim.

The Inventory reports that 1,305 students were seeking degrees in languages and area studies related to the Pacific Rim as of 1986, with area studies in East and Southeast Asia accounting for 277; Latin America, 864; and the Soviet Union, 164. Each of these figures represents an increase of between 12 and 25 percent from 1981; yet small as these numbers are, they represent all declared majors in the "pipeline"-- from upper-division through graduate levels -- rather than just one year's degree recipients.

The Inventory contains no overall course enrollment figures, but it includes 1984 and 1985 enrollment data for selected courses with some clear pertinence to the Pacific Rim at the University's two largest campuses -- those in history and political science at Berkeley, and those in East Asian languages and culture, economics, geography, history, political science, and sociology at Los Angeles. In Pacific Rim language courses at Los Angeles, for example, some 217 students enrolled in elementary modern Japanese during Fall 1984 and by Spring 1985 that number dwindled to 120. Meanwhile, advanced modern Japanese attracted 24 students in Fall 1984 and 18 in Winter 1984-85. In elementary modern Chinese, 53 students started in Fall 1984, while 29 enrolled for the Spring 1985 course.

The inventory also includes some informal comments under Table 2, "Language Courses and Special Language Study Programs" that add useful information, such as "persistence after first year language is significant," "demand is growing," and "staffing constraints limit availability." In addition, it indicates that the Davis campus of the University hopes to open a Department of Oriental Languages by 1990, but that, in the meantime, Davis already offers Chinese and Japanese language instruction up to the third year and beyond.

Apart from the informal comments contained in Table 2 of the inventory, the University's response to Assembly Concurrent Resolution 82 does not include any assessment of need for changes in instructional offerings nor an overall policy statement that would guide such change. Nonetheless, the Office of the President has compiled this useful inventory and identified new curricular initiatives, which does imply that University officials have assessed various curricular gaps.

The California State University

The State University's response to Assembly Concurrent Resolution 82 includes statistical tables that show:

- Which campuses have organized programs or ma-

jors in Pacific Rim-related studies, including three of the relevant languages;

- The number of undergraduate and graduate majors in those Pacific Rim-related curricula;
- Full-time equivalent enrollments in Chinese, Japanese, and Spanish language courses;
- Which campuses have degree programs leading to a bilingual/cross-cultural teaching credential; and, as noted earlier,
- The estimated numbers of faculty and students in education with bilingual/cross-cultural capabilities

In 1984, a total of 233 full-time-equivalent students enrolled in lower-division Japanese language courses in the State University, while 62 enrolled at the upper division. Similarly, in Chinese, 151 enrolled at the lower-division level and 49 in the upper division. In Spanish, 2,234 enrolled at the lower division, compared to 600 at the upper division. (Some State University campuses offer Russian language instruction, but the State University's response to Assembly Concurrent Resolution 82 does not include data on enrollment in this language.)

The State University's Commission on the Pacific Rim offered nine recommendations related to curricular or instructional changes:

1. Revise selected courses throughout the State University curriculum that "lack, but should include, a Pacific Rim perspective."

2. "Make available one or more Asian languages" on each campus, nine of which currently offer none.

3. Make foreign language instruction "a statewide requirement beginning with grade one," with special attention to Chinese, Japanese, and Korean.

4. Commit the State University to a "major expansion of Pacific Asian language and area studies."

5. Add international segments to all courses in business principles, as distinguished from simply offering an option in international business, and require all business majors to study a foreign language, with Asian languages strongly recommended.

6. Ensure that prospective teachers "become acquainted with Pacific Rim instructional materials appropriate to their fields."

7. Make special efforts "to attract teacher candidates from population groups of Pacific Rim origin."

8. Make sure that current teachers returning for more study "have access to Master's degree programs with a Pacific Rim focus and be held to the same standards of Pacific Rim subject matter awareness and competency as those expected in the teacher preparation program."

9. Have each State University campus, as appropriate to its location and surrounding population, make thorough use of the opportunities to share with campus audiences the theatre, music, and dance of new immigrant communities, and in turn help those communities to preserve their various art forms.

These recommendations, as part of the California State University Commission's report, are being considered now by the Statewide Academic Senate. The Office of the Chancellor later will propose a plan of implementation for action by the Board of Trustees.

California Community Colleges

The Chancellery reports the following 1986 enrollments in Community College foreign language courses:

Spanish	32,114
Japanese	2,068
Chinese	1,490
Russian	481
Filipino	153

It also reports that a considerable number of Community Colleges have begun providing workshops on "globalizing" the curriculum -- incorporating a Pacific Rim or "global" perspective in courses where appropriate, including business and vocational courses as well as social sciences and humanities.

The Community College faculty and staff who were polled for the Chancellery's report all agreed on the idea of making changes within current courses across the curriculum so as to provide a Pacific Rim perspective; they also commended to the Board of Governors' consideration three alternatives for

change in the general education requirements for the associate of arts degree: requiring either (1) a course on the Pacific region or Eastern Hemisphere; (2) at least one general education course that includes a global, Pacific Rim, or Eastern Hemisphere component; or (3) the study of a foreign language.

The Chancellery's report points out that with regard to "internationalizing" courses throughout the curriculum, "some 70,000 courses would need at least cursory assessment" to determine whether adding the new perspective were appropriate; "thousands of courses would then need at least some redevelopment," a costly undertaking. Yet this option appears the most attractive one for accomplishing the aims implied in Assembly Concurrent Resolution 82. The report states (page 11):

> In order to raise the general level of interest in and knowledge about the Pacific Rim among large numbers of Californians, curriculum changes of the kind proposed would be essential. In fact, they might be the most important single contribution the Community Colleges would make to furthering California's "economic position and leadership within the Pacific Rim region" and also to "carrying out its responsibilities to immigrants of the Pacific Rim countries."
>
> Modification of the curriculum sufficient to incorporate a Pacific Rim perspective in all appropriate courses would have the most far-reaching impact, but it would also be the most ambitious undertaking.

The report also offers an example from the City College of San Francisco of how a new regional studies program, such as that on Chinese Studies, can take form from current course offerings. The City College's program in Chinese studies is a useful model.

Interestingly, the Chancellery's report neglects to mention a rich source of curricular information, the report, *International Business Programs in the California Community Colleges (May 1986)*, that resulted from a survey of all California Community Colleges conducted by Santiago Wood of Vista College. As an example of pertinent information, this report asserts that, according to college deans, only 29 percent of the colleges maintain active liaison with private industry revelant to international business education.

Summary

Leaders of all three public segments currently are paying closer attention to curricular changes which provide for a greater awareness of Pacific Rim matters. Current enrollments in selected languages are increasing, but statewide the proportions of students attempting Pacific Rim languages and area studies remain small. Anecdotal evidence suggests serious attrition of students in Pacific Rim language programs. In addition, foreign language departments do not have the flexibility to staff growing enrollments in the introductory level courses. Some state-level discussion has begun to focus on a general "internationalizing" of curricula, at both the Community College and the State University levels.*

Need for exchange programs and instruction abroad

As is widely known, student exchange programs rarely entail a one-for-one type of trade, wherein a student from Country A exchanges places with a student of Country B. This section addresses those programs provided through educational institutions for formal academic learning in another country, usually for academic credit.

University of California

The University's response to Assembly Concurrent Resolution 82 contains detailed data on study abroad. The University administers its Education Abroad Program (EAP) for all its campuses from a central office on the Santa Barbara campus and operates 15 study centers in seven countries of the Pacific Rim in which University students can study for a term or an entire academic year. Six of these 15 centers are in Australian universities; the others range from Peru to the Soviet Union. (In the latter, the location is Leningrad rather than in Soviet Asia,

*(Further information about instructional programs appears below on pages 18-19 under "Need for a Center for Pacific Rim Studies.")

and student selections are made by a consortium of American institutions.) Most of these centers afford opportunities to study language, other humanities disciplines, and the social sciences.

In 1984-85, a total of 123 University students availed themselves of the opportunity to study at these centers -- 47 in Mexico, 30 each in Australia and Japan, nine in China/Taiwan/Hong Kong, and seven in Peru.

In February 1986, President Gardner wrote as follows to Assemblyman Hayden about plans for the Education Abroad Program:

> We plan a significant expansion of our EAP programs over the next three years, so that University students can study the languages of Pacific Rim countries and, in some cases, combine language study with academic work in such fields as business, computer science, engineering, and natural sciences. We currently offer education abroad experiences in China, Japan, Australia, Peru, and Mexico. By 1988-89, we hope to have additional centers in China and Japan, and to create new study opportunities in Korea, Southeast Asia (including Indonesia, Malaysia, Singapore, and Thailand), New Zealand, Costa Rica, and Canada. The new programs provide for student exchanges and for a limited number of faculty exchanges. Therefore, by 1988-89, the programs we are developing will allow University enrollment in Pacific Rim countries to increase from 123 students to more than 450 students, and will also allow University students to study in eight additional Pacific Rim countries.

The University's report does not reveal how many students could currently be accommodated at Education Abroad Program centers in Pacific Rim countries. For comparison with the figures above, however, the report indicates that EAP centers *worldwide* -- including Europe and elsewhere -- served 820 students in 1985-86 and budgeted 937 for 1986-87.

Meanwhile, in 1986, a total of 4,277 students from Pacific Rim countries studied at the University -- 612 of them from mainland China alone and another 362 from Japan. While some of these students need improvement of their spoken English when they arrive in California, they come overwhelmingly for the purpose of studying subjects other than language.

The California State University

The State University's response to Assembly Concurrent Resolution 82 provides detailed information about study opportunities in other Pacific Rim countries. At seven different sites in six of these countries, the State University's Office of International Programs offers a variety of studies, including international business, marine biology, agriculture, anthropology, art, and history, as well as the language of the country. The director of the office reports that only about 68 students a year from all 19 campuses of the State University avail themselves of these opportunities, whereas 364 students opt for the seven European centers. Nevertheless, concerning the program in Japan the director reports that "about three times as many CSU students apply each year as can be accepted." Since the host institution there limits the number to 25 per year, "it would be necessary to find an additional institution" as host in order for the State University to expand its program in this particular country.

The report also mentions short-term travel study tours conducted each summer by the Office of Extended Education. Those tours to the Pacific Rim "constitute less than a fourth of all CSU foreign study tours," yet in 1985, nine of them went to China, eight to Japan, and six to Latin America. Figures covering more than the past decade show no upward trend, and even the Japan quota of 25 has not been filled since 1981.

The State University's Commission on the Pacific Rim recommends establishing "student internship programs in Japan, Mexico, Taiwan, South Korea, Singapore, Malaysia, Hong Kong, the Pacific Latin American lands, and others as appropriate" (page 3). The context of this recommendation in the State University's report suggests these centers might be tied to California business, but the report contains no information about such possible links .

California Community Colleges

"California Community Colleges for International Education" -- a consortium of some 30 colleges extending from San Diego in the south to Santa Rosa in the north -- has facilitated study abroad for Community College students since 1984. This consortium

> facilitates enrollment for study abroad across different campuses; establishes high standards of rigor for study abroad programs; seeks to gain voluntary adherence to these standards throughout the state; and provides workshops and materials in order to assure a uniform level.
>
> Courses of consortium members must be taught by a credentialed instructor while abroad and must be approved as credit courses in the regular catalog. Grades must be assigned based upon examinations, and all other academic standards must be upheld (Chancellery of the California Community Colleges, 1987, p. 20).

Counting the efforts of this consortium, in 1985-86 (including Summer 1986), a total of 2,293 Community College students studied abroad, probably as many as 400 of them in Pacific Rim countries.

Since 1986, study abroad has become an issue of visible concern to the Board of Governors of the Community Colleges. Their concern relates to questions of quality, equity, and mission.

- Are courses overseen by qualified faculty and with proper academic rigor?
- Does the expense of overseas travel and absence from employment exclude people on the basis of personal wealth?
- Does study in other cultures and countries fall properly within the mission of a Community College?

As yet the Board has not formulated a policy on these issues. Meanwhile, respondents to the Chancellor's informal poll

> expressed the view that it was especially important that the relatively unsophisticated students often served by the Community Colleges gain the opportunity to explore firsthand the larger world. Without such opportunities, these respondents argued, their students would be handicapped in, or even shut out from, the jobs of tomorrow because of their culturally limited perspectives (page 17).

Despite the lack of a statewide policy or plan on this matter for Community Colleges, a substantial number of college administrators and faculty members have acted with conviction and energy in providing this educational medium. The most surprising finding in this section may lie in the fact that probably twice as many Community College students now participate in formal, credit-bearing study abroad as do students of the University and State University combined.

Summary

There are well-organized opportunities for students to study abroad through each of the public segments of higher education, the newest being a consortium of over 30 Community Colleges. In the latest year for which figures are available, as many as 400 (est.) Community College students studied in regular credit courses at Pacific Rim locations, approximately twice the number of those from the two senior public segments combined. Pacific Rim participants (those students choosing locations in Pacific countries) in all three segments comprise from 15 percent to 18 percent of the total going to all countries worldwide in these programs. Both senior segments presently have plans or proposals to increase the number of spaces available around the Pacific for study abroad; it is not yet known, however, what support or incentives may suffice to fill all those available spaces each year. Overall, in any case, the proportions of students studying abroad around the Pacific in these programs seem very small, and there is no information on how many other students find ways outside these programs to study abroad and then return to their California institution to complete a degree.

Need for enhancing the exchange of information via improved computer systems among California campuses as well as between them and other Pacific Rim institutions

The language of Assembly Concurrent Resolution 82 combines four questions implicit within this one item -- the need for:

1. Improved exchange of information and ideas among California's higher education institutions pertinent to Pacific Rim;

2. Improved use of computer communication for that purpose;
3. Improved exchange of information and ideas between California public campuses and their counterparts in other Pacific Rim countries; and
4. Improved use of computer communication for this additional purpose.

Perhaps the complexity of this question led to the wide differences in response from the segments.

University of California

The University's response to Assembly Concurrent Resolution 82 provides no information about the current status of intercampus, interinstitutional, or international information exchange relevant to Pacific Rim matters, nor about computer linkages.

One of the University's first research projects funded under its new University-wide Pacific Rim Research Program, however, might well provide the substance for such a response. This project, with headquarters at Irvine, will

> examine the hypotheses that (1) different government policy is crucial to explaining differences in the diffusion of information technology in nations of the Pacific Rim, and (2) cultural factors are reflected in government policy for promotion of information technology in each country.

The California State University

The State University's Commission on the Pacific Rim recommends that:

> The California State University should establish a computerized CSU Pacific Rim Information Network which catalogs and disseminates information to business and political leaders, with electronic mail bulletin boards to allow users to have access to its data base. Publications -- perhaps a monthly CSU Pacific Rim Newsletter -- should be issued regularly. Pacific Rim Resource Centers should be established in the major regions of the State, and the CSU should prepare a comprehensive directory of services provided to the public by all 19 campuses. Pacific Rim Institutes, analogous to that on the Long Beach campus, should be encouraged as the academic administrative units to offer courses, conferences, and programs that meet the requirements of all Californians who need to know more about the Pacific Rim (pp. 4-5).

Thus the State University's emphasis lies in disseminating to Californians by a number of diverse media the information already gathered by its faculty. Its report contains no information regarding current communication with other California colleges and universities or institutions in other Pacific Rim countries, nor any suggestions by what media such communication could occur.

California Community Colleges

The Community Colleges' response to Assembly Concurrent Resolution 82 supports the notion of developing a State University network and data base. "In each region," it proposes, "all nearby Community Colleges could be hooked into the closest State University campus," since such networking would help enable the Community Colleges to fulfill their responsibilities to the people and businesses in their local areas.

Yet those persons polled by the Chancellor's staff seemed puzzled by a question about linkage with their counterparts in other Pacific Rim countries. In matters of computerized communication technology

> It was hard for them to think seriously about hooking up half way round the world when they haven't been given the resources necessary to hook up with their nearest neighbors. The Community Colleges cannot even communicate with each other, let alone with the other segments (page 33).

For that function of useful communication with institutions beyond California, some Community College staff suggested a less expensive, more adaptable, alternative:

> Several respondents felt that satellite dishes might be a more immediate and less expensive option. Such dishes could be used not only to broadcast programs directly from Pacific Rim countries into classes in foreign languages, history, business, political science, art, etc., but could be set up for teleconfer-

ences. Many students could then talk directly to students from other countries, thus experiencing first hand the "reality" of these cultures. Faculty could consult with each other, and technical information could be readily exchanged (page 33).

Such an alternative would seem feasible, since more than one Community College with satellite dish already has an "uplink," a means to transmit as well as receive. The Community College report does not have data on the technologies available, however.

Summary

Two segments present diverse discussion about using electronic technologies for sharing information pertinent to the Pacific Rim; one is sponsoring research which may help explain why countries use or do not use such technology. Judging only from the reports, the three segments evidently do not now share information on Pacific Rim matters, using new technology, either with one another or with other institutions around the Pacific.

Need to establish a center for Pacific Rim studies

University of California

As mentioned earlier, this fall the University will open a new Graduate School of International Relations and Pacific Rim Studies at its San Diego campus. UCLA has organized a Center for Pacific Rim Studies, which has a research and public service function. In addition to these recent developments, the University's report lists ten organized research units (ORUs), each dealing in some direct way with countries and cultures of the Pacific Rim region. In some of these, individual components of the organized research unit have a large significance of their own for research and dissemination concerning some portion of the Pacific region, for example, the Center for Japanese Studies and the Center for Chinese Studies at Berkeley, both as components of an overarching organized research unit.

In its response to Assembly Concurrent Resolution 82, however, the University offers no policy statement nor assessment of the need for additional centers.

The California State University

The State University's response to Assembly Concurrent Resolution 82 refers to a Pacific Rim Institute on the Long Beach campus but otherwise contains no information about that or other State University structures for faculty research or dissemination of information.

Its Commission on the Pacific Rim, nonetheless, has offered several firm recommendations in this area:

> Pacific Rim Resources Centers should be established in the major regions of the state, and the CSU should prepare a comprehensive directory of services provided to the public by all 19 campuses. Pacific Rim Institutes, analogous to that on the Long Beach campus, should be encouraged as the academic administrative units to offer courses, conferences, and programs that meet the requirements of all Californians who need to know more about the Pacific Rim. Such institutes should organize and conduct regular in-depth tours of Pacific Rim countries to study business and professional practices. Consulting services for Pacific Rim-oriented business should be strongly enhanced, and a "California-Pacific Issues Forum" should be established to meet bi-monthly, in changing locations, to define issues of particular California political-business-professional concern and offer briefings on major issues to the administrative leadership and legislature in Sacramento (page 5).

While there is attached to these recommendations no formal assessment of need, that Commission's informal assessment suggested that the need is urgent:

> A council should be created to advise on and encourage projects in the Pacific Rim and to share ideas and disseminate information. CSU campuses should be encouraged to establish centers for study, research and activity so that somewhere in the system all the regions and countries of the Pacific Rim are included. Opportunities for the expansion of CSU on-site centers in the Pacific Rim and of consortial participation in centers operated in the Pacific

Rim countries by other institutions should be pursued (page 5).

California Community Colleges

The Chancellery's response includes several examples, begun recently with Community College initiative or involvement, of local "development and dissemination centers for international trade" (pp. 37-39). Although these centers do not all follow the same pattern, they all work closely with local California businesses -- especially small and medium-sized firms, ethnic organizations, and other nearby institutions; and they provide short-term intensive instruction and international business expertise.

The Chancellery's report includes a thoughtful discussion concerning a coordinated set of centers of different types. These would be distributed throughout the State with varying functions and emphases -- from research not bound by immediate practical needs, to dissemination of knowledge to the broadest possible spectrum of Californians. This "array" would include logical roles for each of the three public segments, such as "instructional resource centers" in the State University. (In this regard, neither the Chancellery's report nor those of the University or State University take note of the statewide California International Studies Project, already well-begun under the auspices of the State Department of Education and Stanford University, which is establishing regional centers with the active participation of a number of colleges and universities to provide instructional materials and in-service training for California teachers. As noted on page 5 above, several of these centers are strongly oriented toward Pacific Rim countries.)

Respondents to the Chancellor's inquiry felt strongly about the need for coordinated, broader dissemination of research knowledge about Pacific Rim matters. In particular, they expressed a need for at least two centers – one north and one south – for primary source documents and research opportunities. They felt equally strong about the place and usefulness of interaction with foreign and local overseas-oriented enterprises, in which some Community Colleges have accrued considerable experience.

Summary

Each segment has established or is establishing centers of Pacific Rim studies in keeping with the segment's own mission. The reports from two segments express concern for improving the distribution of knowledge and expertise already residing in such centers, and the vision of a coordinated statewide set of centers -- with different functions and sponsorship -- is part of the discussion toward better dispersion of information.

Conclusion

To complete a careful assessment of California's need for specialists, centers, and program offerings pertaining to the Pacific Rim poses an enormous challenge. If one industry were to announce that, "by 1995, our firms in California will need 3,000 electronics engineers with a fluent reading knowledge of modern Japanese," it then would become a straight-forward task to determine what must be done in higher education institutions to meet that objective. It is quite another task, however, to say with authority what knowledge Californians must have regarding the history, culture, language, political structure, and economy of some 30 countries around the Pacific.

Nonetheless, the daily news brings home the importance of such knowledge. On one recent day, separate reports of a coup in the Fiji Islands and an uninvited visit of U.S. Navy ships to Petropavlovsk raised several questions about Pacific Rim knowledge:

- Should an informed California citizen know the location of both? Have an ability to judge which is more important to us? Have the ability to read a newspaper from either place?
- What subjects pertinent to the Pacific Rim will prove most helpful to Californians as informed citizens, as business persons, and as well-prepared employees?

Assessing California's new needs on these matters will require much information and official judgment from outside academia.

4 *Issues for Further Consideration*

EACH of the three reports submitted by the segments in response to Assembly Concurrent Resolution 82 must be regarded, for differing reasons, as only exploratory in nature. In combination, they point to at least five pressing issues which the Commission wishes to identify.

Increasing public awareness and interest

Two of the three reports contain strong statements about a perceptual lag in California: they indicate that the public-at-large has not yet become adequately informed and persuaded of the economic, social, political, and personal significance for all Californians of the Pacific basin.

For example, the State University's Commission on the Pacific Rim comments, "There are those who question why the CSU engages in activities beyond the State – not least . . . in the world of the Pacific Rim" (page 5 in "Future of Pacific Rim Is Now").

And the Chancellery's report for the Community Colleges states:

> The largest impediment to the otherwise promising educational and industrial initiatives that could be directed toward Pacific Rim countries is the indifference of a public that has not yet realized the full significance of economic shifts that have, after all, occurred very recently (page 4).

Other observers elaborate or echo this theme. Thus Robert Scalapino, professor of political science at the University of California, Berkeley, has called the subject of Pacific Rim trade "one of the most critical areas with which the U.S. will have to deal *in the next decade*" and has stated that "the media elite will have to find a way to reach people on this subject" (1987).

Clearly, the perception by the public-at-large of the personal value of studying about the Pacific Rim makes an important difference in what enrollments will be for programs of study relating to it. As a result, State leaders should undertake to shift people's attention and interest toward a Pacific orientation.

Recent increases in enrollments in certain courses related to the Pacific Rim, such as Japanese, may seem to indicate that student interest has already responded to this need or that the "marketplace" is already taking care of itself, but these numbers are so small in comparison with total enrollments that the addition of only a handful of students makes a major difference in the percentage increase.

As evidenced by their responses to Assembly Concurrent Resolution 82, California's public colleges and universities are willing to make changes of considerable magnitude in their orientation toward the Pacific. The Chancellery's report indicates that

> Community colleges are in a position to make curricular changes which would assure that most of the 1.1 million students in attendance would gain at least some familiarity with Pacific Rim cultures (page 4).

Yet, without a knowledgeable constituency among California's citizens, it is also true that

> efforts to institute programs of international study would quickly reach the limits of . . . interest and public patience. Their expansion could be halted far short of what is needed to assure our continued economic prosperity (page 5)

As a result, the foremost item on a State-level agenda should consist of leading and encouraging Californians to accept a new perception of the current and future significance for them of the Pacific hemisphere. Energetic leadership for delivering this message is urgently needed.

Matching solutions to identified needs

Beyond encouraging learning and understanding of the Pacific basin, there is a need for better communication at the State level between the State's postsecondary policy makers and its business, industrial, and government planners about the actual importance of specific Pacific-related knowledge and expertise in particular careers, occupations, and jobs.

Evidently, considerable communication between these planners occurs at the local level, yet statements about what California's higher education enterprise as a whole ought to be doing lack specificity. For example, in its richly informative report, *California and the Pacific Rim -- A Policy Agenda*, the California Economic Development Corporation states:

> To successfully compete in a global economy, California businesses require workers whose basic skills include a knowledge of the languages, histories and traditions of our trading partners (1986, page IV-40).

The Corporation goes on to warn that California's schools and colleges are not meeting the State's needs sufficiently in view of the new challenge in the Pacific. Yet in the same publication, the Corporation discusses the fastest-growing job categories and emits a mixed signal regarding the education actually required for most of them:

> Contrary to some popular misconceptions, these new jobs will not occur only in "high technology" industries, nor will they require extensive skills or education (1986, page IV-26).

But what level of skills among which workers will be sufficient? And how many of these workers will be needed? For example, if the State's economic well-being requires that more Californians learn Japanese or Chinese, will employers reward workers for acquiring the additional language skills? In approximately what number of workers? And to what level of competence should they aspire?

Of course, not every worthwhile development can be quantified. Yet, informed estimates of needs of the type just illustrated could no doubt be provided at the Statewide level through appropriate and ongoing consultation with business and industrial leaders. The needs must be expressed in terms as specific as possible. No academic administrator or planner wants to advertise falsely to new young students, "If you major in a Pacific Rim language or area study, your future will be secure." And few students are willing to stay enrolled for long in learning a difficult language unless they foresee some benefit from it. Nevertheless, in the past many employers have been non-committal about rewarding employees for special cross-cultural skills. So, clearer and more precise estimates of need from the world of potential employers are an important part of a State strategy for closer links with the Pacific Rim.

Rethinking policies regarding foreign language competence

Learning to communicate with Pacific Rim neighbors in their own language is an old issue with contemporary questions for California. For instance, is such communication even necessary, or does everyone who "counts" manage to learn English -- the acknowledged language of world commerce today?

According to Professor Stephen Kobrin of New York University, many senior executives in large American corporations, when interviewed, said that their lack of a foreign language has not hindered their success in trade and other dealings with people of other countries (1984). Yet he noticed during his interviews that foreign language capability seemed much more important to (1) those who had acquired and used such a capability in their own overseas social contacts and in understanding the local culture, and (2) those in companies experiencing keener competition from foreign firms.

A "Let them speak English" attitude may have been adequate for the era following World War II, but in the new era of foreign competition in most fields and cooperation among equals in governmental fields, most would agree that Californians can no longer afford such a complacent outlook on the Pacific. Thus, the old question of whether California needs more of its citizens to develop capabilities in certain foreign languages has become a significant issue with new relevance.

Gaining facts about foreign language competence

One aspect of the issue involving foreign languages

has to do with public policy toward those many Californians who bring with them from home some capability in one or another of the Pacific's many languages, of which Chinese, Japanese, Korean, Malaysian, Russian, and Spanish predominate.

In an educational sense, California has officially tended to regard the native language of these people as a "problem." At best, State policy has not looked on their language as a potentially valuable public resource worth encouraging and cultivating; instead, that has been seen as a private concern. Now arguments are raised asserting that a basic capability in such languages is a public asset for California.

In this regard, the estimates of the State University about the number of its education faculty and students who have capabilities in at least one of these languages (reproduced on page 11 above) have a special value. Pursuing this type of research toward an estimate of the State's real capability in Pacific Rim languages would provide a useful tool for educational policy making in regard to foreign language-teaching and learning. Knowing the number of students majoring in these languages would by itself provide poor guidance in planning, since it would exclude the number of Californians studying these languages outside of academic institutions -- for example, those learning Japanese in Buddhist and private weekend schools. Similarly, in the case of Spanish or Vietnamese, many children arrive at California schools with a pre-literate experience in those languages and, while far from "fluent," their capability could be cultivated and encouraged. This is research waiting to be pursued, and the State University's Commission should be commended for its foresight.

In its response to Assembly Concurrent Resolution 82, the Chancellery of the California Community Colleges makes a useful point by listing the headcount enrollment of students from high schools of other countries on the Pacific Rim with the "need for Pacific Rim specialists." Counting those students who have become U.S. citizens with those who are legal aliens or foreign students results in a total of 22,918 graduates of Pacific Rim high schools who enrolled in the Community Colleges in 1986. Surely their first-hand language knowledge must count as a public resource that California should value and cultivate.

Another aspect of the "foreign language issue" consists of attracting and then retaining much larger numbers of Californians as foreign language learners. By itself, requiring a few semesters of classes in a foreign language cannot fill California's practical need, although it will help. Legions of Californians have "taken" a year or more of classes to learn a second language, only to stop short of meaningful competence and never enjoy using it. The State University's Commission on the Pacific Rim has noted that "apathy and resistance have characterized the approach of education to foreign language" (page 3). While that statement may oversimplify the locus of the problem, apathy and resistance have certainly characterized a broad spectrum of the public until now and are the residue of an isolationism that America can no longer afford.

It is useful to know also that retirement schedules currently indicate that college and university faculties in foreign languages statewide will need replacing before those of most other disciplines. This affords individual campuses timely opportunities to consider possible shifts in faculty strength from one language to another -- for example, from European to Asiatic.

Pacific Rim languages must be found at least useful, perhaps profitable, and genuinely pleasurable if large numbers of Californians are to persist to competence in them. The State University's Commission correctly claims that foreign language instruction ought to begin in the first grade, with an emphasis on the languages most relevant to the State's need. In the elementary and middle grades it is more likely that a teacher can translate the tasks into challenge and fun. The whole burden cannot be shifted to the elementary and secondary schools, but before any major changes are mandated, more information should become available:

- What capabilities in selected languages California already has, including those acquired outside the State's school system;
- What enrollments, what attrition rates currently occur in each language;
- What kinds of approaches, pilot projects, experimental schools, or summer institutes have shown the best record of success; and
- What kinds of practical uses provide to the learner an early sense of accomplishment and worth.

Current problems in foreign-language instruction

The attrition rates in higher education from first-year to second-year study of Pacific Rim languages -- often running 50 percent -- require attention at the State level as yet another aspect of the "foreign language issue." Many institutions and perhaps most faculty members simply learn to live with such attrition as a fact in a free society, but this understandable response does not make it any less problematic.

Judging by anecdotal evidence, it appears that increased first-year enrollments in foreign languages sometimes are handled by expanding class size well beyond the bounds of effective teaching. The weak background of many students in English vocabulary and grammar also guarantees that they will soon become discouraged in learning another language. Meanwhile college foreign language departments with "major" programs can seldom divert senior faculty teaching hours for staffing more class sections of first-year courses. The State's future interest in this issue may lie *not* in producing more foreign language *majors* but rather more educated citizens able to communicate effectively in (and pursue further uses of) the relevant languages

Individualized proficiency testing methods are now available for indicating by precise gradation the skill levels of individuals for communicating in oral/aural as well as written modes in foreign languages. These testing methods will likely supplant the current practice of using "time spent in class" as a proxy measure of actual skill in a particular language. While academic requirements of "one year" or "two years" study of foreign language are unlikely to be abandoned, those terms already have diminished meaning to employers, and they soon will have finer instruments for determining how well an individual can actually "get along" in another language.

Conclusion

This report has not attempted to repeat the great diversity of information and ideas contained in responses of the three public segments of higher education to ACR 82. The report of the State University's Commission on the Pacific Rim itself contains 70 separate recommendations, and the other re-ports also contain a wide range of detailed information. For these details, readers may refer to the segments' responses themselves, which the Commission has published in a companion document. Instead, this report has revealed the range of energetic efforts and programs under way in California's public colleges and universities that can help the State reorient itself to its natural neighborhood of nations around the Pacific. The report has also identified further dialogue that must occur and several issues that must be addressed before these institutions can respond with order and precision to the State's long-term and overall needs regarding the region.

One hundred fifty years ago, just before California embraced the United States, most Californians looked to their neighbors, near and far, on the Pacific for their collective well-being. Ships came from the south, north, and west, bearing the people and goods that helped form a new cosmopolitan culture on this edge of the vast Pacific basin

Now California has entered another pivotal moment of its history, when the times invite and urge its citizens to reorient themselves once more toward their own neighborhood of Pacific nations and states. We are already late in doing so

To determine with useful clarity what California as a society needs to do to fulfill its rightful place in the Pacific neighborhood will require not only educational but also political and economic leadership. Schools and colleges are taking significant initiative in this direction and appear ready to take more. Yet for all their imaginative and mostly local changes to become part of a deliberate statewide development will require new information, new State-level dialogue, and new State-level decisions and coordination on the issues raised in this report. If approached with a due sense of their urgency, these issues can be resolved. To this end, the Commission is prepared to continue its analyses of them and to play a coordinating or convening role as appropriate in helping resolve them.

Appendix *Assembly Concurrent Resolution 82 (1986)*

Assembly Concurrent Resolution No. 82

RESOLUTION CHAPTER 112

Assembly Concurrent Resolution No. 82—Relative to international studies.

[Filed with Secretary of State September 5, 1986.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 82, Hayden. University of California: Pacific Rim studies.

This measure would request the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges, to conduct a study of, and report to the California Postsecondary Education Commission on, the role of the respective institutions and particular campuses in meeting the needs of the state in furthering its economic position and leadership within the Pacific Rim region and in carrying out its responsibilities to immigrants of Pacific Rim countries.

The measure would request the California Postsecondary Education Commission to review the reports, compile them, and make recommendations to the Legislature and Governor not later than July 1, 1987.

WHEREAS, The area known as the Pacific Rim, including all those states and nations bordering on both sides of the Pacific Ocean, comprises 60 percent of the world's population and has a combined economy of greater than three trillion dollars ($3,000,000,000,000), which is growing by three billion dollars ($3,000,000,000) a week; and

WHEREAS, Economic trade between California and other countries in the Pacific Rim totaled over sixty-seven billion dollars ($67,000,000,000) in 1984 and is expected to continue to grow into the forseeable future; and

WHEREAS, Four out of every five new American jobs depend on exports, and in California, one in 10 jobs is in the import/export business, and this figure is even higher in the technology-based industries; and

WHEREAS, California is situated by virtue of its geography, economy, history, and character on this rim of opportunity and is in a position to provide economic and technological leadership in this dynamic region; and

WHEREAS, California currently receives some 30 percent of the immigrants from Pacific Basin countries leading to the increased internationalization of California, which will create new challenges for the educational and economic system; and

WHEREAS, Continued economic growth depends upon an educated work force and business, political, and community leaders

attuned to the realities of other Pacific Rim countries; and

WHEREAS, For California to prepare for the future within an internationalized economy, it is possible that more students will need to be educated in the business, political science, sociology, history, language, religion, economics, and culture of other Pacific Rim countries; and

WHEREAS, The three public segments of postsecondary education in California provide a broad spectrum of distinguished research and educational offerings and exchange programs pertaining to the Pacific Rim countries and regions within the Pacific Rim; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Regents of the University of California, the Trustees of the California State University and the Board of Governors of the California Community Colleges are each requested to conduct a study of the role of the respective institutions and particular campuses in meeting the needs of the state in furthering its economic position and leadership within the Pacific Rim region and in carrying out its responsibilities to immigrants of Pacific Rim countries, including, but not limited to, an assessment of the need for all of the following:

(1) Pacific Rim specialists.

(2) Increased interchange among scholars in countries of the Pacific Rim.

(3) Changes in current educational program offerings and exchange programs bearing on Pacific Rim studies.

(4) Enhancing the exchange of information and ideas through improved computer communication systems between University of California, California State University, and community college campuses and university and college campuses in other Pacific Rim countries.

(5) Establishment of a Center for Pacific Rim Studies, to fulfill research and public service functions pertaining to the Pacific Rim area; and be it further

Resolved, That the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges are requested to report to the California Postsecondary Education Commission on or before March 1, 1987, on the above-mentioned requests; and be it further

Resolved, That the California Postsecondary Education Commission is requested to review these reports, compile them, and make recommendations to the Legislature and Governor not later than July 1, 1987; and be it further

Resolved, That the Chief Clerk of the Assembly transmit a copy of this resolution to the President of, and the Regents of, the University of California, the Chancellor of, and the Trustees of, the California State University, and the Chancellor of, and the Board of Governors of the California Community Colleges.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of March 1987, the Commissioners representing the general public are:

Seth P. Brunner, Sacramento
C. Thomas Dean, Long Beach, *Chairperson*
Seymour M. Farber, M.D., San Francisco
Cruz Reynoso, Los Angeles
Lowell J. Paige, El Macero
Roger C. Pettitt, Los Angeles
Sharon N. Skog, Mountain View, *Vice Chairperson*
Thomas E. Stang, Los Angeles
Stephen P. Teale, M.D., Mokelumne Hill

Representatives of the segments are:

Yori Wada, San Francisco; representing the Regents of the University of California

Claudia H. Hampton, Los Angeles; representing the Trustees of the California State University

Arthur H. Margosian, Fresno; representing the Board of Governors of the California Community Colleges

Donald A. Henricksen, San Marino; representing California's independent colleges and universities

Harry Wugalter, Thousand Oaks; representing the Council for Private Postsecondary Educational Institutions

Angie Papadakis, Palos Verdes; representing the California State Board of Education

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, William H. Pickens, who is appointed by the Commission.

The Commission issues some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

LOOKING TO CALIFORNIA'S PACIFIC NEIGHBORHOOD: ROLES FOR HIGHER EDUCATION

California Postsecondary Education Commission Report 87-24

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Other recent reports of the Commission include:

87-10 Overview of the 1987-88 Governor's Budget for Postsecondary Education in California, Presented to the Senate Budget and Fiscal Review Subcommittee #1 by William H. Pickens, Executive Director, California Postsecondary Education Commission (March 1987)

87-11 The Doctorate in Education: Issues of Supply and Demand in California (March 1987)

87-12 Student Public Service and the "Human Corps": A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986) (March 1987)

87-13 Standardized Tests Used for Higher Education Admission and Placement in California During 1986: The Second in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984) (March 1987)

87-14 Time Required to Earn the Bachelor's Degree: A Commission Review of Studies by the California State University and the University of California in Response to Senate Bill 2066 (1986) (March 1987)

87-15 Comments on the Report of the California State University Regarding the Potential Effects of Its 1988 Course Requirements: A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986) (March 1987)

87-16 Changes in California State Oversight of Private Postsecondary Education Institutions: A Staff Report to the California Postsecondary Education Commission (March 1987)

87-17 Faculty Salaries in California's Public Universities, 1987-88: The Commission's 1986 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1987)

87-18 Funding Excellence in California Higher Education: A Report in Response to Assembly Concurrent Resolution 141 (1986) (March 1987)

87-19 The Class of '83 One Year Later: A Report on Follow-Up Surveys from the Commission's 1983 High School Eligibility Study (March 1987)

87-20 Background Papers of the ACR 141 Task Force on Funding Excellence in Higher Education (March 1987)

87-21 Educational Costs in Technical and Professional Fields of Study: A Report to the Legislature in Response to Assembly Concurrent Resolution 38 (Chapter 50 of the Statutes of 1986) (April 1987)

87-22 Update of Community College Transfer Student Statistics, University of California and the California State University, Fall 1986 (April 1987)

87-23 Annual Report on Program Review Activities, 1985-86: The Eleventh in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities. (June 1987)

87-25 Institutional Reports on Pacific Rim Programs: Submissions by the California Community Colleges, the California State University, and the University of California in Response to Assembly Concurrent Resolution 82 (1986) (June 1987) (A supplement to Report 87-24.)

87-26 Major Gains and Losses: Part Two. A Staff Report on Shifts Since 1976 in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities (June 1987)

87-27 Faculty Salary Revisions: A Revision of the Commission's 1985 Methodology for Preparing Its Annual Reports on Faculty and Administrative Salaries and Fringe Benefit Costs (June 1987)

87-28 Comments on the Second Draft of the Master Plan for Postsecondary Education, 1987-2002, by William H. Pickens, Executive Director's Report, June 1987 (June 1987)